

:Delight

Out of
this* World

Heroes
vs
Villains

Delight
in
Watts

A
Midsummer
Night's
Dream

ARTS
AWARD
*Discover

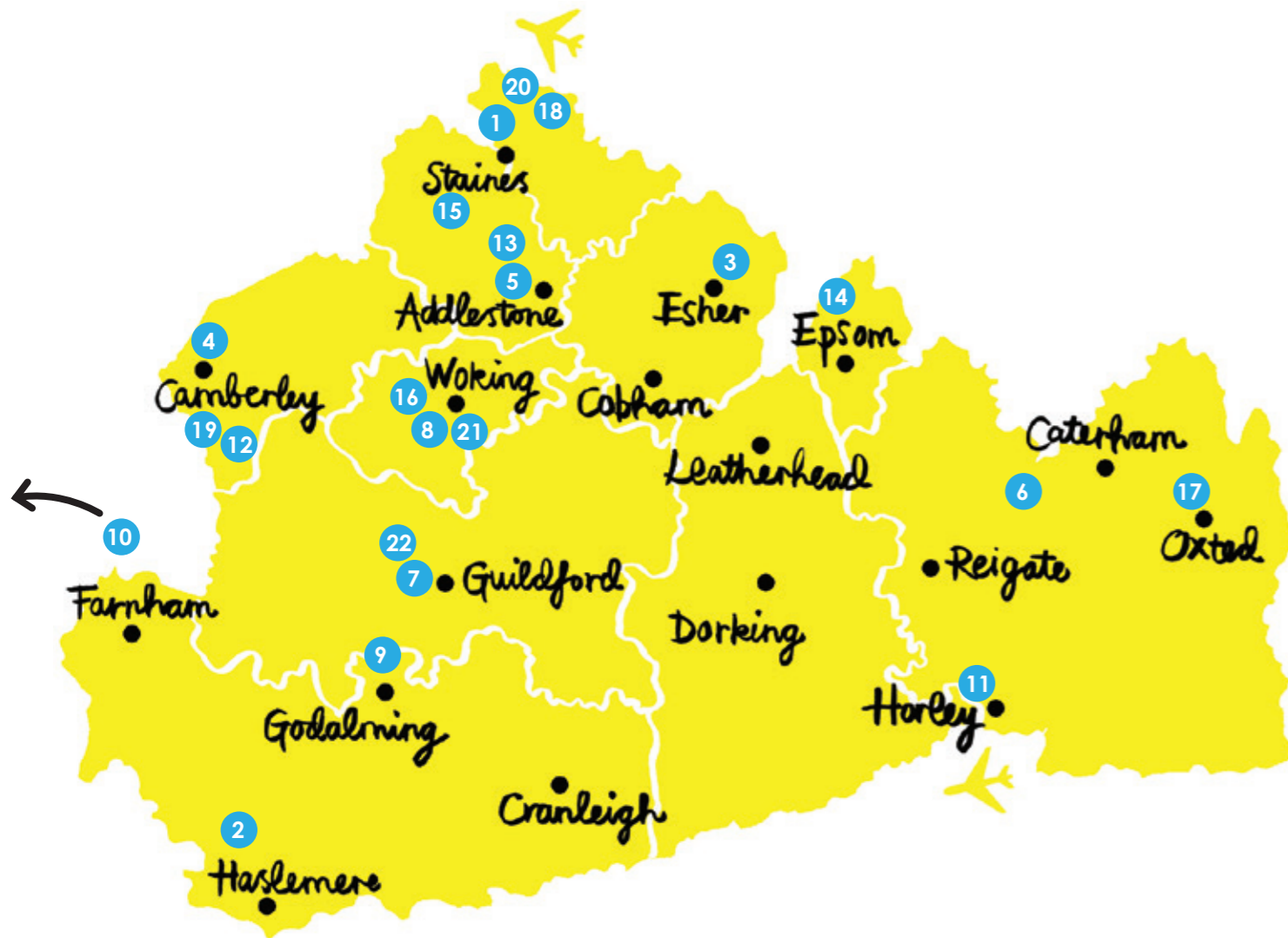
OUR IMPACT 2021/2022

Creating magic in learning

Rainforest
Retreat

Registered Charity: 1159567

Delight partner schools 2021/22



- | | |
|--|---|
| 1 Ashford Park Primary School | 12 Mytchett Primary and Nursery School |
| 2 Beacon Hill Community Primary School | 13 Pyrcroft Grange Primary School |
| 3 Chandlers Field Primary School | 14 Riverview CoE Primary School |
| 4 Cordwalles Junior School | 15 St Anne's Catholic Primary School |
| 5 Darley Dene Primary School | 16 St John's Primary School, Knaphill |
| 6 Furze Field Primary School | 17 St Mary's Primary School, Oxted |
| 7 Guildford Grove Primary School | 18 St Michael's Catholic Primary School |
| 8 Kingfield Primary School | 19 The Grove Primary Academy |
| 9 Loseley Fields Primary School | 20 Town Farm Primary School |
| 10 Marnel Junior School | 21 Westfield Primary School |
| 11 Manorfield Primary and Nursery School | 22 Worplesdon Primary School |

A Year at Delight

After two years of pandemic-related disruptions to school life, it was wonderful to be working face-to-face in schools again. Through our Delight in Art, Dance, and Shakespeare programmes 1,751 children and 66 teachers immersed themselves in the joy of the arts and worked alongside professional artists, actors and dancers.

For many children, their Delight project in 2021/22 was truly a joyous series of 'firsts' – their first school trip in two years; their first chance to work with professional artists, actors and dancers in school; to create and share their own performances or artworks, and to welcome family and friends back into school to celebrate their creative achievements. Teachers enjoyed more opportunities to develop their skills and confidence through our expanded continuing professional development programme and build a legacy of arts-based learning across our partner schools.

“This was their first real bonding experience since Covid. It was something out of the ordinary for them. Many had not done a performance before. To have had this experience was amazing: it is something they can treasure.”

TEACHER, DELIGHT IN DANCE

We wish to express our heartfelt thanks to all those who made our programmes possible. From the teachers, teaching assistants and headteachers, to the fantastic creatives across our arts partners, and our network of funders.

As we embark on the new 2022/23 school year, we look forward to expanding our work throughout Surrey and, for the first time, into neighbouring Croydon, enabling more children to benefit from participation in the arts to boost their wellbeing, learning and creativity.

Kathryn Mills Delight CEO and Founder



Using the joy of the arts to create magic in learning

“Through working with Delight, we know we can craft memorable experiences that impact on children’s self-esteem and feed into their learning in other areas.”

HEADTEACHER, 2022

Delight’s arts programmes help primary school aged children build strong foundations for a brighter future. Our vision is for every child to have an equal opportunity to thrive during their school years and beyond, whatever their starting point or background.

We work in long-term partnership with state primary schools to reach children through safe and structured settings¹. Our focus is on improving the lives of children from disadvantaged backgrounds and many of the children we work with are eligible for Pupil Premium². Others narrowly miss the Pupil Premium threshold but face a range of challenges in their lives: from struggling financially to having English as an additional language to having access and/or learning needs.

Disadvantage has a big influence on children’s life chances. Children from disadvantaged backgrounds are more likely to start school behind their peers and the performance gap widens as they progress through school. Many may experience poor learning engagement or low mental wellbeing, whilst a deficit of life experiences and enriching opportunities leaves children with low expectations and aspirations. These issues have all been exacerbated by the pandemic and now the cost of living crisis.

Delight’s guiding principles

Child-centred approach: children are at the heart of what we do and their voices are listened to and represented.

A joyful approach to learning: empowering children to build their creativity, wellbeing and learning.

Broadening horizons: helping children to discover new art forms and working alongside creative practitioners.

Showcasing achievements through exhibitions and events: increasing children’s confidence and sense of worth.

Proactively involving teachers: creating a legacy of arts-based learning across our school partners.

Working towards Arts Award accreditation: boosting children’s motivation and engagement in learning going forward.

Parent and carer engagement: building a supportive network around each child.

Artistic excellence: working with a range of arts partners to ensure a high quality, creative experience for children.

Evidence driven: each year, we evaluate our impact and look for ways to achieve more for children.

¹ Delight programmes don’t deliver the National Curriculum, but we do encourage teachers to explore all possible links with other classroom learning and to use what they have learned to bring topics to life.

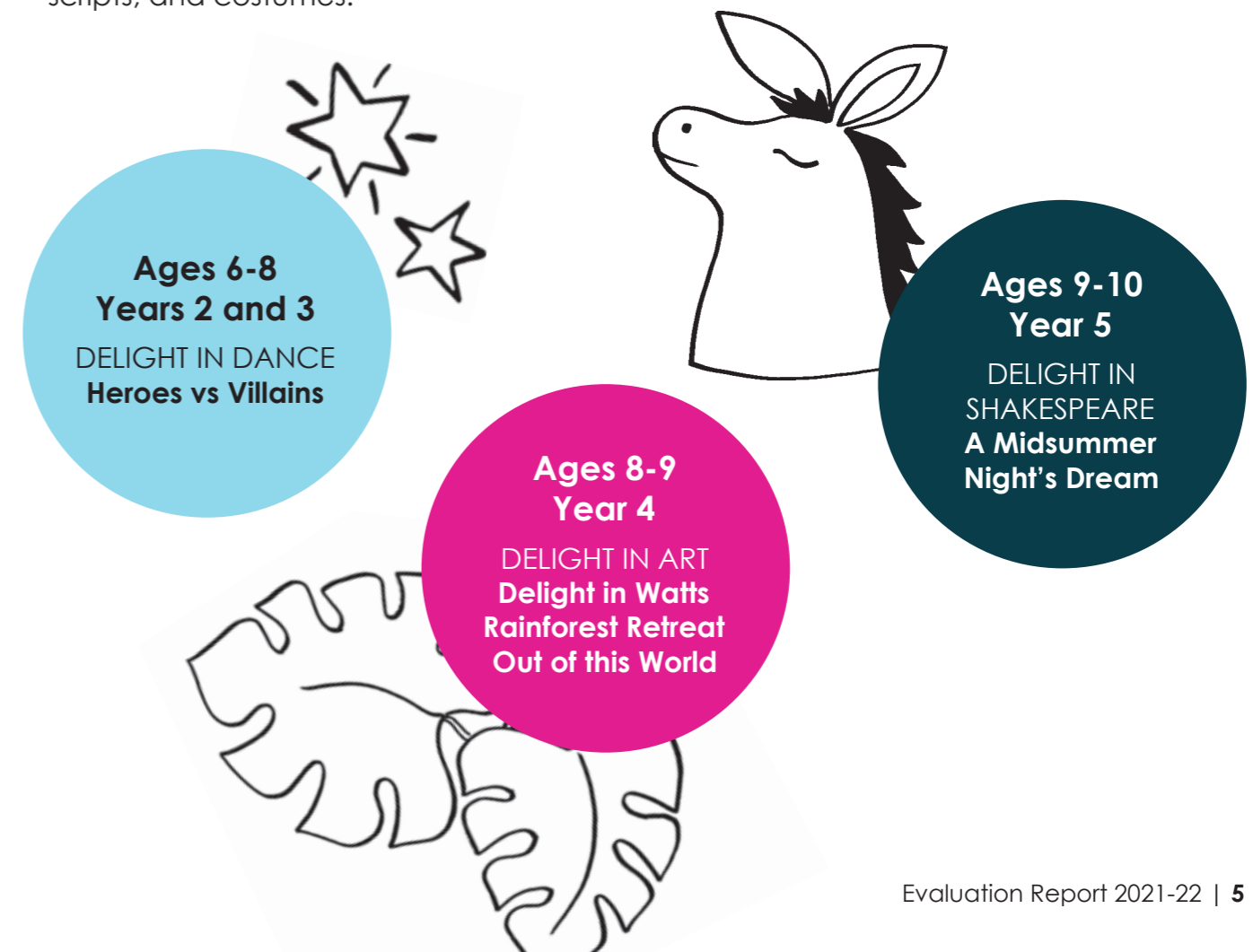
² Pupil Premium is government support for children from disadvantaged backgrounds to improve their education outcomes. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

Summary of programmes

2021/22 programmes

Each Delight programme takes children on a 6 or 7 week creative journey:

- A week 1 ‘wow’ inspirational arts experience, designed to excite and engage.
- Opportunities to meet artists, dancers, and actors and find out about their career pathways.
- Weekly creative workshops delivered by our arts partners together with class teachers.
- Access to high quality art materials, scripts, and costumes.
- Opportunities to explore the arts more broadly through a journal which is given to each child.
- A final showcase performance or exhibition to celebrate children’s achievements with friends, family and the wider school community.
- Celebrating achievements with an Arts Award – for many, their first ever certified award.



Access and Inclusion

Delight is committed to being accessible to all children, helping them to celebrate their achievements whatever their starting point. We work with partner schools that cater for a wide range of additional needs, including schools with specialist units for children who are hearing impaired and those with autism.

Like Delight, our arts partners are highly experienced in creating inclusive sessions and relaxed performances and work with teachers and support staff to cater for specific needs.

“When the Out of this World videos [with Sign Supported English] were first played in class it was a massive surprise. Having SSE videos makes the child be responsible for their learning as they don’t need to sit back and wait for it to be translated to them – they can absorb it directly. This also means the child can benefit from the visual content directly rather than just the signer’s translation.”

SCHOOL-BASED SIGN INTERPRETER, OUT OF THIS WORLD

“My son has not stopped talking about this experience. He has thoroughly enjoyed it and has reached an amazing milestone in taking part. He has Down’s syndrome and has been completely included.”

PARENT, DELIGHT IN SHAKESPEARE

In 2021/22, we introduced:

- ‘How to’ films for each programme. These provide invaluable tools to reinforce learning for children with additional or language needs, and are overlaid with key words to enhance comprehension.
- Sign Supported English (SSE) interpretation in our ‘How to’ films for Out of this World and Delight in Dance to increase engagement and learning for children with hearing impairments.
- Relaxed performances for our Dance and Shakespeare programmes, helping all children feel welcome and included.

“It was nice to see my child with speech and language difficulties in a different light. He genuinely believed that he was that character. I didn’t anticipate this happening on this level. He struggles to engage for long periods of time. But for this he engaged for the whole dance. He is a very visual learner.”

PARENT, DELIGHT IN DANCE





“It has been a joy to work directly with children in schools again. There are so many special moments: the excitement of learning new painting techniques, the freedom of exploring their unique ideas, the journey of developing their personal style and the surprise at achieving something they’re really proud of. Delight in Art programmes are fantastic at boosting confidence and allowing children to see themselves as artists.”

HANNAH MAIYA-MILLS, ARTIST AND FOUNDER OF PAINTBOX

DELIGHT IN ART



Delight in Art takes children on a visual arts journey starting with a tour of Watts Gallery – Artists’ Village and a hands-on arts workshop led by artists from Paintbox. Children spend six weeks exploring a range of art materials and techniques leading to a final exhibition to showcase their creative achievements.

2021/22 marked an exciting moment of growth for our visual arts portfolio as we expanded the programme from one to three pathways: the continuation of long-running **Delight in Watts** together

with the introduction of **Rainforest Retreat** and **Out of this World**. The latter programmes are inspired by projects that we ran during the pandemic to support children’s wellbeing and creativity during lockdowns and home-schooling.

Offering three visual arts pathways, all in partnership with Paintbox and Watts Gallery – Artists’ Village, is enabling us to respond to growing demand for a range of topic-inspired programmes and further expand our continuing professional development for teachers.

“The Delight in Watts exhibition days are always a highlight for us. They (the event and the exhibitions) are much loved by staff and visitors and it is powerful to see children taking ownership of the gallery, navigating spaces and speaking confidently about what they find, and with genuine joy and excitement to be in a now-familiar place.”

SARAH JARVIS, HEAD OF LEARNING & ENGAGEMENT, WATTS GALLERY – ARTISTS’ VILLAGE

Delight in Watts

Children work with artists to explore visual arts techniques and materials based around the theme of Myths and Legends, Neighbourhood Nature or Self Portraits leading to a professionally curated four-week exhibition of their paintings at Watts Gallery – Artists’ Village.



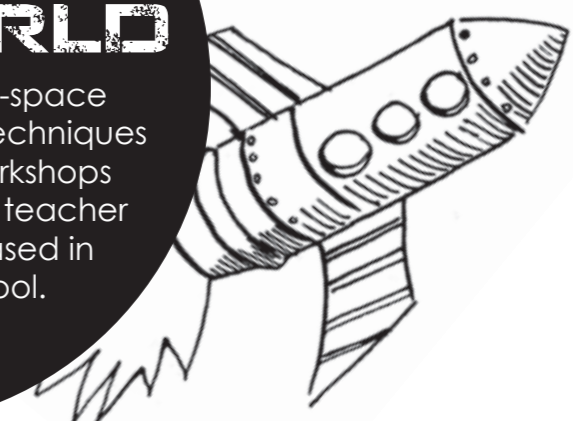
Rainforest Retreat

Classrooms are transformed into the Amazon rainforest through a range of 2D and 3D artworks created by the children during workshops with artists and their class teacher.



OUT OF THIS WORLD

Children go on an outer-space adventure to explore art techniques and materials during workshops with artists and their class teacher which are then showcased in an exhibition at school.





“I feel more confident and I am getting a canvas for my birthday!”

CHILD



“My daughter has always had a creative streak but can be critical about her work. Delight in Watts has helped her find beauty in imperfections. To think outside the box! She is a lot more resilient and determined to see an attempt to create through to ‘finish’. She also encourages her younger brothers to be able to be creative, to have a go and to enjoy the process.”

PARENT

Delight in Watts

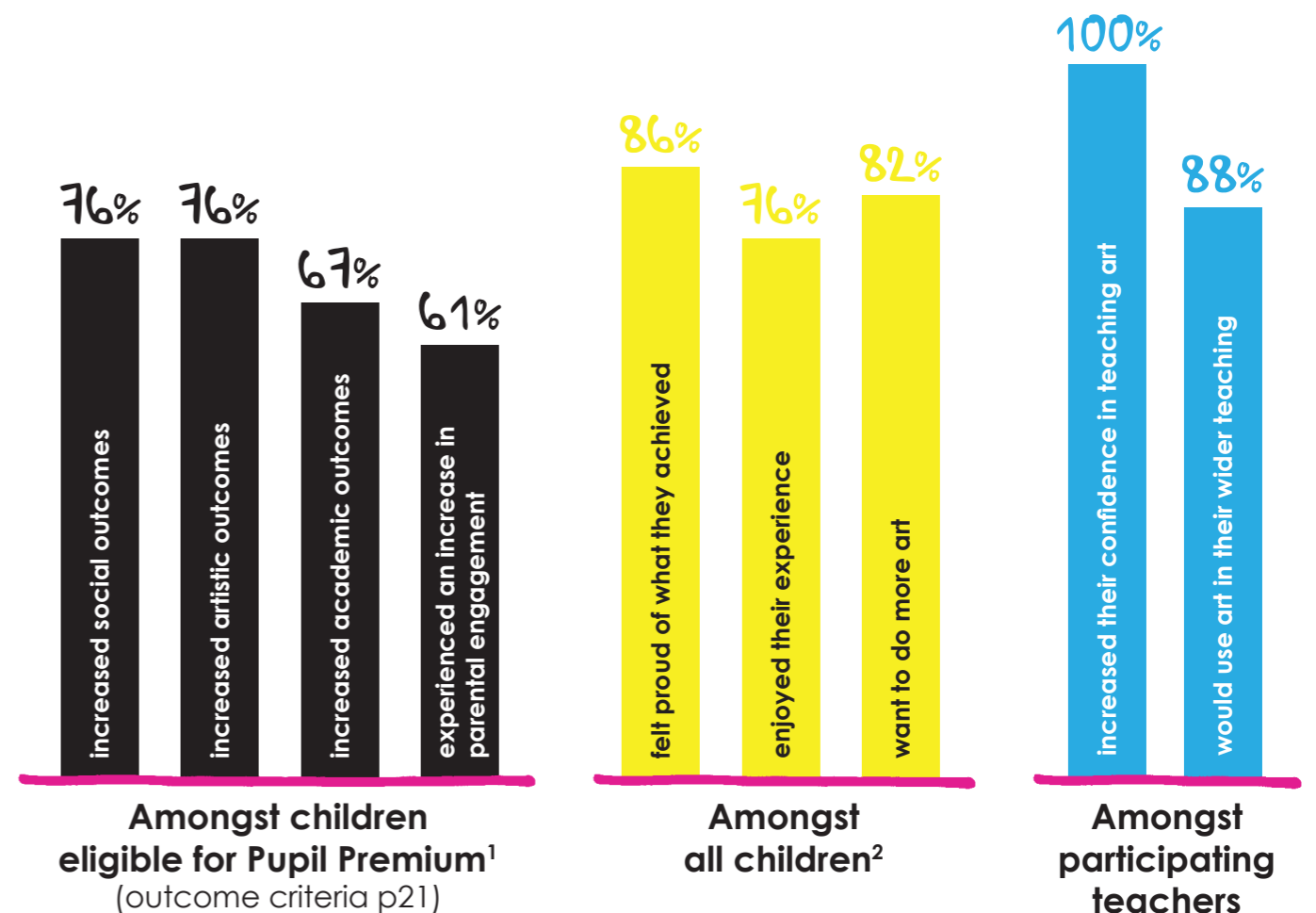
DELIGHT IN ART

Delight in Watts offers children a truly immersive visual arts experience. Each school could choose from the theme of Myths and Legends, Neighbourhood Nature or Self Portraits to help their Delight in Watts experience complement wider learning.

Following their day at Watts Gallery – Artists’ Village, children undertook three full day workshops led by professional artists from visual arts organisation Paintbox. They explored a range of techniques including sketching, dioramas, foiling, and tracing, and learnt about how to talk about art and different artistic styles. The artists introduced children to the therapeutic benefits of creating art and how it can help build confidence, wellbeing, and resilience.

Children’s final artworks on canvas were displayed at Watts Gallery’s Old Kiln Room in professionally curated exhibitions that were on public display for four weeks.

“I just wanted to say what a special experience this afternoon was – one of my favourite ever days as a teacher (and I’ve been doing it for 25 years so that’s a lot of days!). To see the children so confident in the gallery, showing their parents round and talking about the art, then to see their delight at their finished paintings – it was absolutely wonderful! Some of those children with low self-esteem were so happy to talk about their work and were so proud of what they had achieved!” TEACHER



¹ Data based on 33 children eligible for Pupil Premium surveyed pre and post programme
² Data based on 146 children surveyed pre and post programme



“I didn’t know that we would get to use so many lovely different materials. I felt amazing as I could be successful.”

CHILD



“You got a sense there was more happiness in the classroom, the children looked forward to Mondays when they had their sessions. It did feel very calming for them.”

TEACHER, RAINFOREST RETREAT

Rainforest Retreat

DELIGHT IN ART

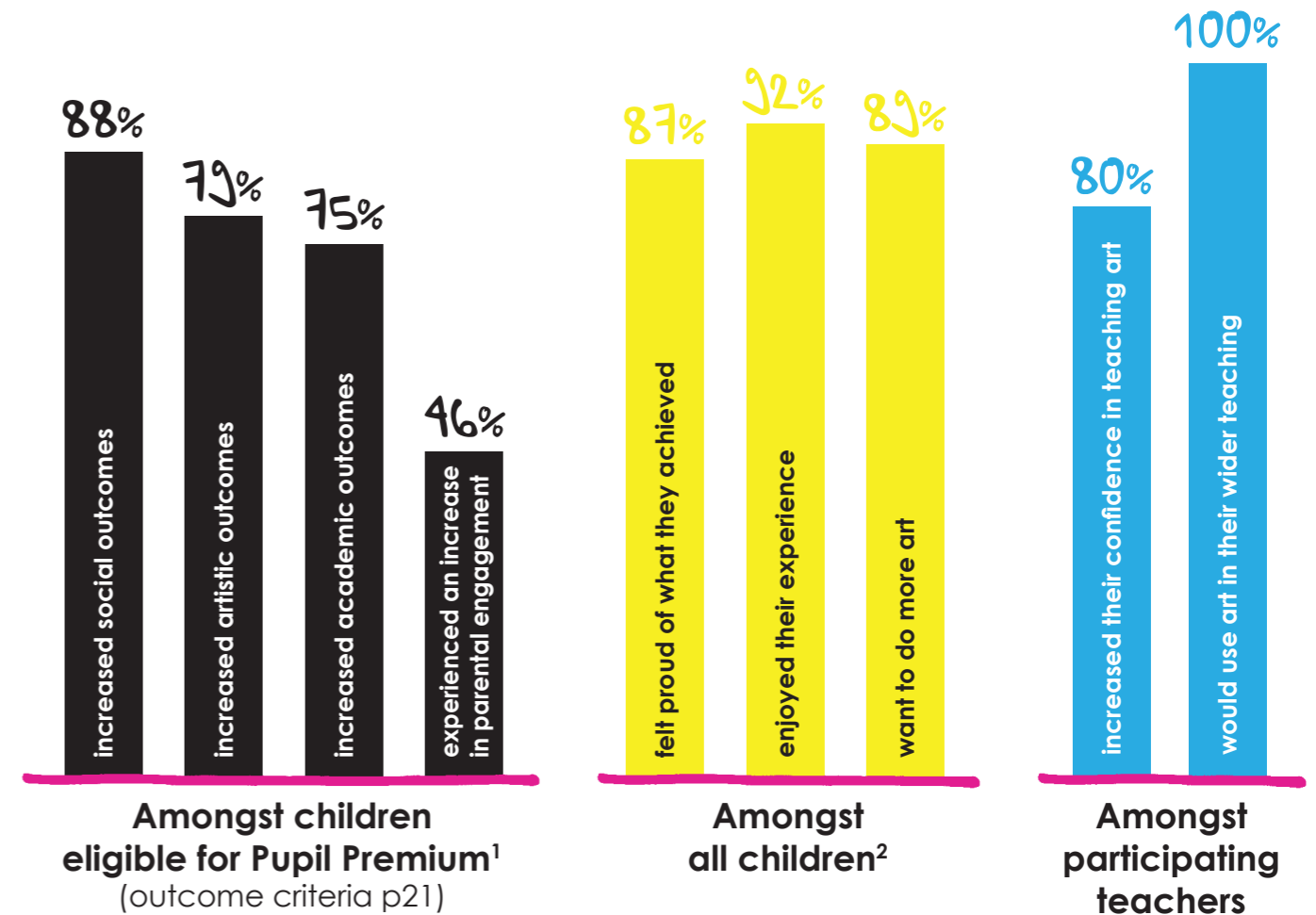
Rainforest Retreat builds children's art skills, personal confidence and understanding of environmental activism. An initial 'wow' visit to Watts Gallery – Artists' Village introduced children to George and Mary Watts and their "art for all" vision. Back at school, children explored drawing, pattern, and paper-craft during six weekly art workshops, led alternately by Paintbox artists and their class teacher. Together, they created a forest of 2D and 3D leaves, birds and insects which transformed their classroom into the Amazon rainforest.

“The programme definitely improved their ability to want to take on challenges, they were more willing to give things a go.”

TEACHER

“My child has really enjoyed the experience and has talked about it at home. Wonderful to hear about their learning.”

PARENT



¹ Data based on 24 children eligible for Pupil Premium surveyed pre and post programme
² Data based on 165 children surveyed pre and post programme



“It was amazing because we don’t normally get to do things like that.” CHILD



“She enjoys being creative and appreciated the freedom the programme gave her to ‘do her own thing’. Her self-esteem has improved.”

TEACHER

OUT OF THIS WORLD

DELIGHT IN ART

Children began their **Out of this World** experience with a tour of Watts Gallery – Artists’ Village where they learnt about George Watts and how space and the planets influenced his work. Over the following five weeks at school, children explored drawing, watercolour painting, collage-making, and dioramas to create their own 3D space scenes. Three of the workshops were led by artists from Paintbox whilst two were led by class teachers as part of their continuing professional development.

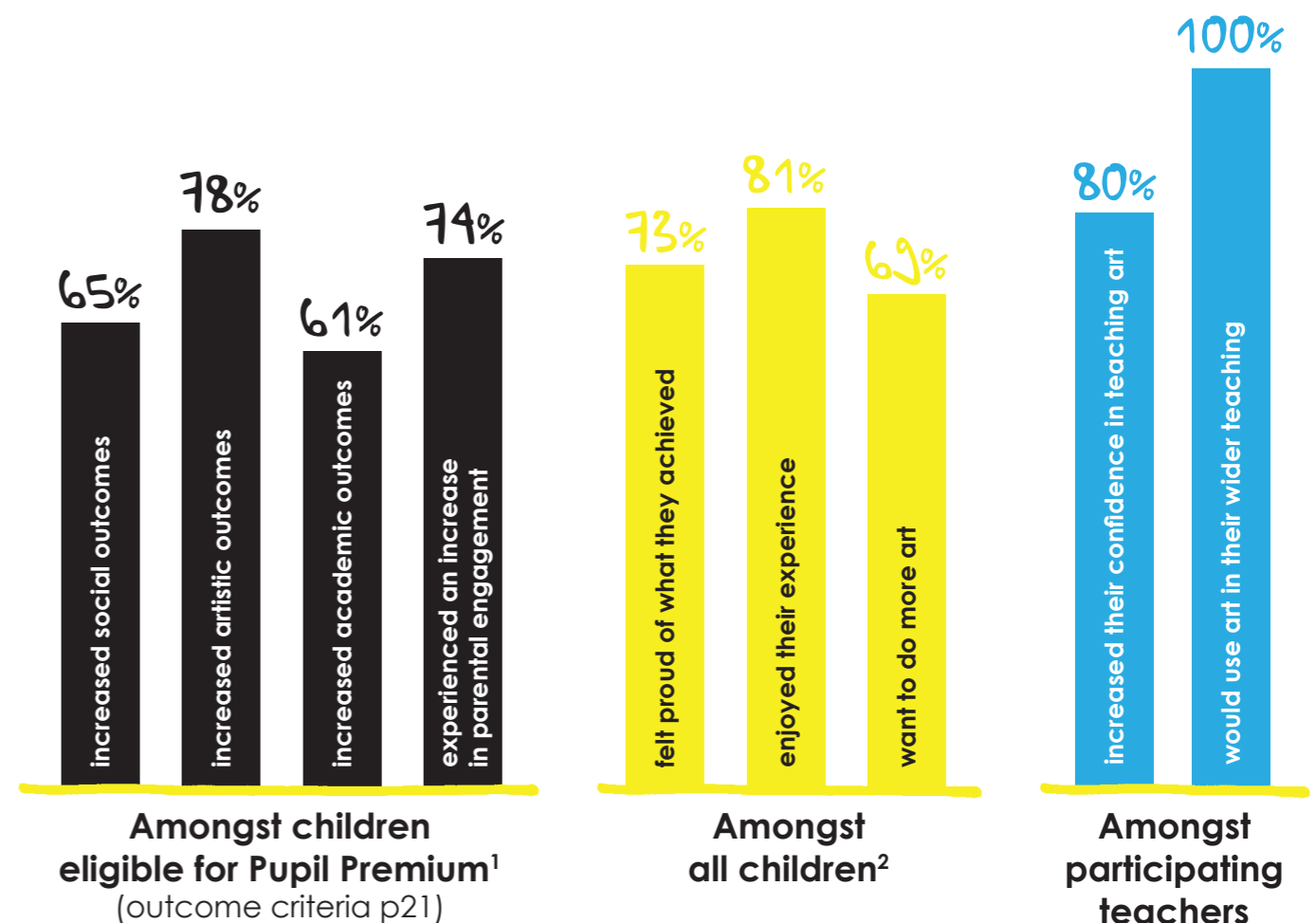
The children’s final artworks were brought together in fantastic exhibitions, either in school halls or classrooms, to showcase achievements to family and friends.

“The programme was very leveling – there was no need for comparison with others as there was no right or wrong. The water colours session felt like art therapy, there was a very calm atmosphere in the classroom.”

TEACHER

“I most enjoyed painting with watercolours. I loved making it sparkle with the brusho.”

CHILD



¹ Data based on 23 children eligible for Pupil Premium surveyed pre and post programme

² Data based on 73 children surveyed pre and post programme



“What an incredible thing you do for the children. My daughter’s confidence has gone through the roof – she even sang a solo! Huge thank you.” PARENT



“For me, the biggest reward is seeing confidence in individuals bloom and, in some cases, sky rocket. I’m yet to take part in a Delight project where a teacher or parent or family member has not approached me and expressed disbelief at the positive change they have seen in a child. None of this would be possible without Delight. The work they do is pure magic.”



SAM DAVIES, ACTOR, GUILDFORD SHAKESPEARE COMPANY

DELIGHT IN SHAKESPEARE

A Midsummer Night’s Dream

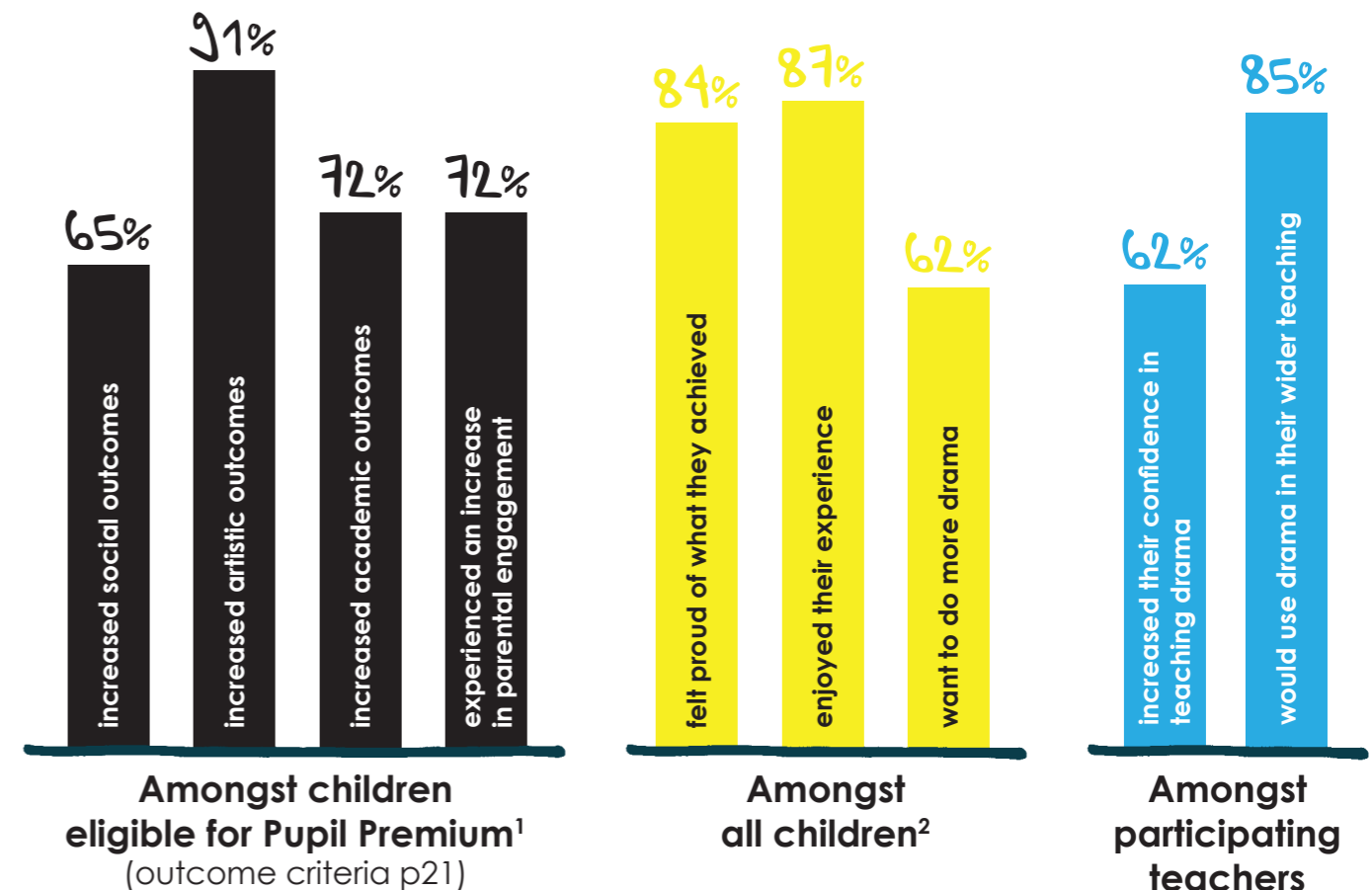


Delight in Shakespeare develops children’s enthusiasm for drama, storytelling, and heritage texts. The programme builds a strong foundation in Shakespeare before children move on to secondary school.

Children experienced a live performance of A Midsummer Night’s Dream in school performed by the Guildford Shakespeare Company, which was followed by a Q&A with the cast. Children then spent six weeks exploring script writing, theatre production, and drama skills to create their own version of the play. This was performed at school to showcase and celebrate their achievements with their families, peers, and school community.

“It was brilliant, and I got a lot of support to help me in my play. Everyone worked together as a team. I enjoyed becoming my character and making the props and sorting costumes.” CHILD

“All of the children wanted parts and wanted to speak in the play... including children that are usually more timid. We didn’t expect all of them to want speaking parts so this is a huge positive for self-esteem and aspiration.” TEACHER



¹ Data based on 46 children eligible for Pupil Premium surveyed pre and post programme
² Data based on 262 children surveyed pre and post programme



“It feels like when you are dancing you can be free.”

CHILD



“There were children who at the beginning of the term may have been withdrawn or uncertain for a broad variety of reasons who were fully immersed in the world of the work by the end.”



KATIE GREEN, CHOREOGRAPHER,
MADE BY KATIE GREEN

DELIGHT IN DANCE

Heroes vs Villains

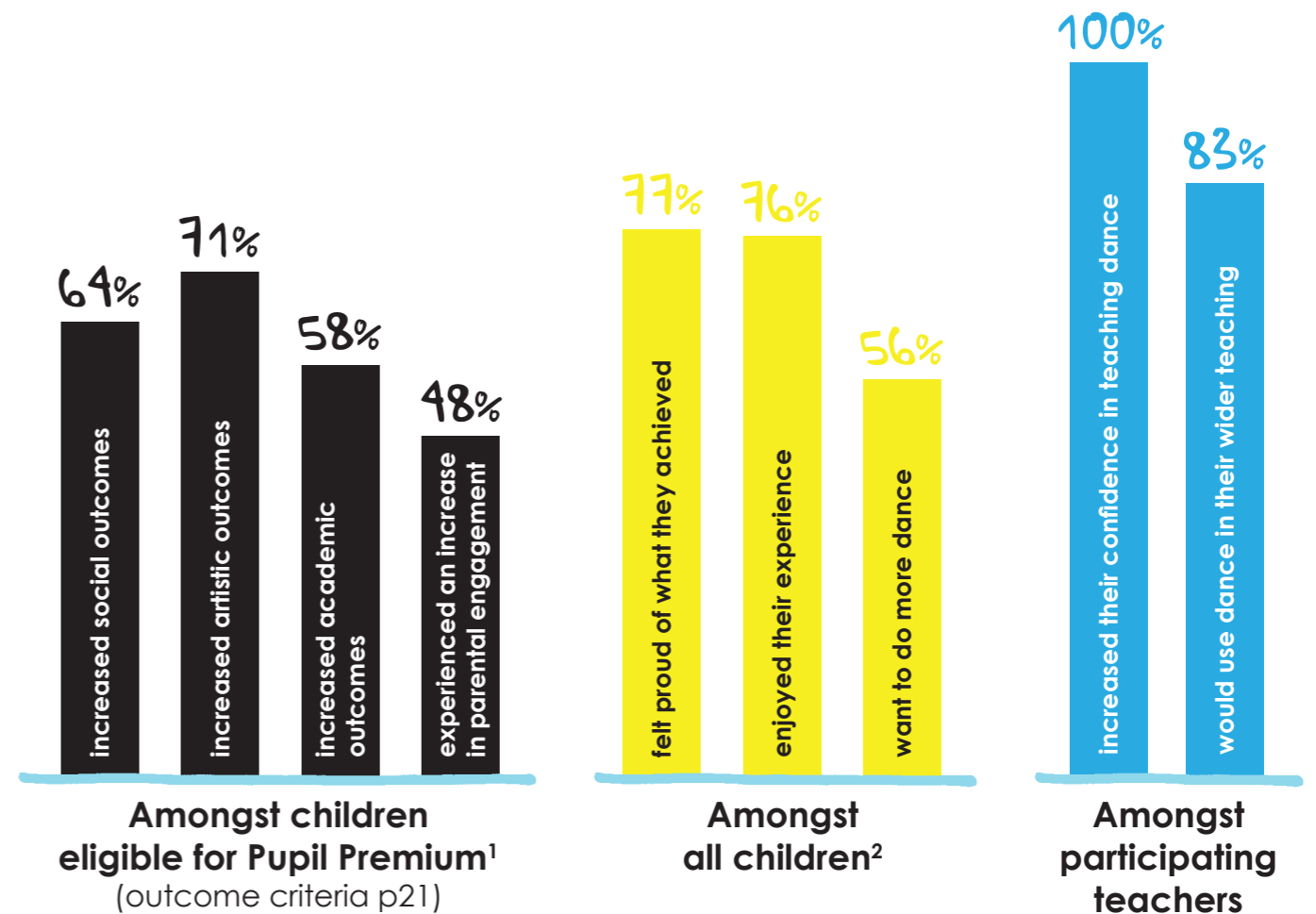
Made By
Katie
Green

Delight in Dance uses ‘storytelling through dance’ to develop children’s literacy, dance and performance skills. The programme builds confidence, wellbeing, team-work and learning engagement by taking children on a creative storytelling adventure over 6 weeks with dancers from Made by Katie Green. Delight in Dance’s innovative and inclusive approach encourages even the most reluctant learner to participate.

After two fractured years of learning due to the pandemic, teachers reported that Delight in Dance was a brilliant tool for bringing children together again – particularly at a time when they were facing challenges in tackling children’s lost learning and seeing an increase in wellbeing issues.

“It was a massive confidence boost. Even for the quieter ones. They raise their hands a lot more in class now and want to participate and share more. It’s amazing!” TEACHER

“My child is normally very shy, has concentration and memory issues. Today I saw a different girl happy, confident and great memory of moves.” PARENT



¹ Data based on 31 children eligible for Pupil Premium surveyed pre and post programme.

² Data based on 269 children surveyed pre and post programme.



Measuring our impact

We're passionate about measuring the impact of our programmes because it enables us to enrich our offer, expand our reach, and strengthen our impact amongst children, their teachers, parents, and carers.

Alongside our long-term rigorous monitoring and evaluation, we have been working with ImpactEd since 2020 on a 3.5 year study funded by the Paul Hamlyn Foundation.

ImpactEd are conducting independent research into the outcomes of Delight's programmes on children and their teachers. This includes a comprehensive study of 3 programmes: Delight in Dance, Shakespeare, and Watts, as well as in-depth tracking of a group of 26 children eligible for Pupil Premium as they progress through different Delight programmes over 3 years.



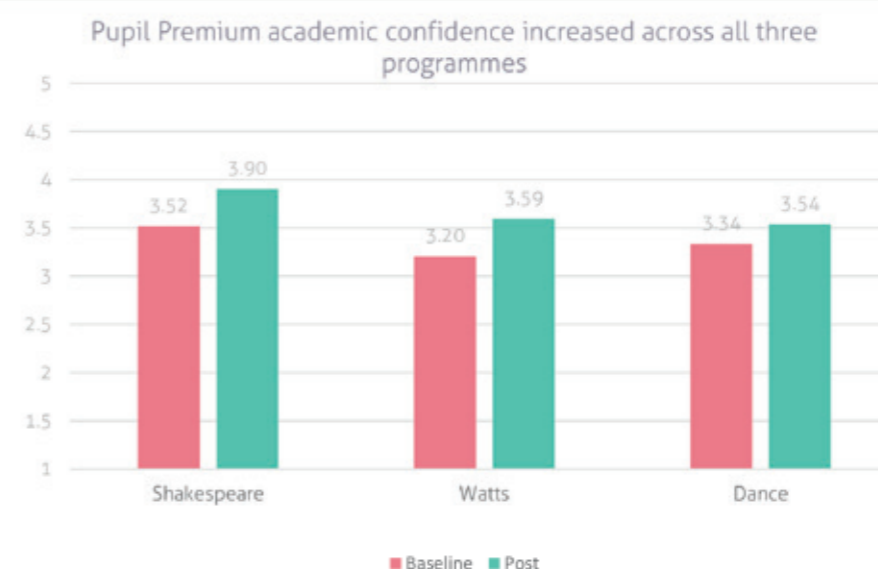
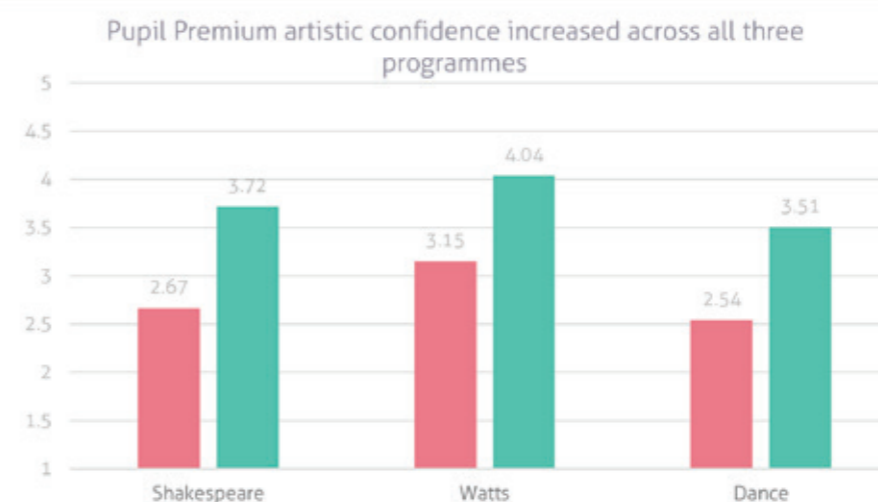
The research is looking at changes in:

- Social, artistic and academic outcomes for **children eligible for Pupil Premium**.
Social research included: *engagement in learning*
• *resilience* • *self-worth* • *pride* • *confidence*
• *communication* • *teamwork*
Artistic research included: *participation* • *creative expression*
• *independent working*
Academic research included: *fluent speech*
• *understanding new concepts* • *understanding words and phrases* • *use of new vocabulary* • *explaining new learning* • *summarising main ideas* • *following instructions*
- **All children's** social and emotional wellbeing; confidence, pride and aspirations; learning engagement and attitudes to learning.
- **Teachers'** confidence and skills in using arts-based learning and applying this to their wider teaching practice.

ImpactEd's independent evaluation of our impact in 2021/22 found that:

- All children gained **new skills** through their experiences with Delight.
- Children eligible for Pupil Premium saw improvements in **social, artistic and academic confidence**.
- All programmes led to a **confidence boost** and provided children with the opportunity to **work hard** at, and overcome, a challenge. This led to an increase in self-esteem and provided them with **resilience** that can be used across other subjects at school and in future endeavours.
- **Confidence in arts** increased amongst all children. Children felt more able to **express themselves through the arts**.
- **Wellbeing and resilience** remained stable in the quantitative study. Findings from the qualitative focus groups, however, indicated that children found the Delight programmes to be a positive experience in helping them with improved wellbeing and levels of resilience. They were excited about future challenges, rather than apprehensive. This in turn motivated an overall wellbeing boost, where they felt more confident and capable in themselves.
- All three programmes contributed to the development of **technical vocabulary** and arts knowledge.
- Improvement in **attitudes to learning**, making connections between the arts and oracy and literacy.
- Delight in Dance and Delight in Shakespeare had a particular impact on children's **oracy and literacy**, where connections between the art forms and their curriculum learnings were made, especially amongst children with SEND.
- Delight in Watts had a particular impact on how pupils viewed arts and their future engagement with it. They could visualise **potential careers** and understand the **transferable skills** associated with the arts.
- Children improved in their **teamworking** and **communication** skills, and began **interacting** with peers who they normally wouldn't spend much time with.
- Pupils expressed an increase in **confidence, pride and self-awareness**.

Read ImpactEd's full 2021/22 report here: www.delightcharity.org.uk/impact



“I found it amazing. I would definitely like to take part in something similar again.”

CHILD PARTICIPATING IN THE PUPIL PREMIUM STUDY, DELIGHT IN WATTS



Case studies from children eligible for Pupil Premium

Spotlight on Year 2 of our Pupil Premium research study

Delight and ImpactEd are working with a group of 26 children eligible for Pupil Premium across 6 primary schools on a detailed study looking at the impact of our arts-based learning programmes as children progress through different Delight programmes.

“Delight projects give another avenue for children to express themselves in a constructive way, developing vocabulary and creative skills along the way... Investing in cultural experiences beyond the ‘norm’ are an important part of tackling disadvantage and improving outcomes for children.”

HEADTEACHER

2021/22 marked Year 2 of the research study. Mid-way through the research and evaluation has already highlighted strong outcomes for children eligible for Pupil Premium:

- Participating in a Delight programme twice in a row across the span of 2 years indicates an **upwards progression and improvement in academic, artistic and social confidence.**
- Teachers reported **increased parent and carer engagement.** Parents were reported to engage more with their child’s school at the end of 2022 compared to at the end of 2021.
- Several teachers reported that the programme really helped their pupils in **gaining social confidence** and noticed an **increase in engagement in classes.**

Over the next academic year, we will continue to work with school partners and ImpactEd on the final year of this in-depth study to gain a full understanding of the long-term impact of Delight’s programmes and the lessons that can be learnt by us and the wider sector.

DELIGHT IN DANCE

Child D is in Year 3 with a complicated home life that can impact upon her engagement with school. The teacher noted she can be very reluctant to try if she finds something difficult.

Teacher “Pupil D was absolutely amazing. She gave her absolute heart and soul! She tried everything and relished rehearsing and learning new things. She got so much out of it – working in a team, extra confidence and it really reflected in her writing which is something she struggles with. She has shown progress in her writing – we shall have to dance all our English from now on!”

Child “I loved it and it made me more confident because other people watch you and lots of people said lovely things about me. Me and a friend keep doing the dance in the playground.”

DELIGHT IN SHAKESPEARE

Child L is in Year 5 and one of many children eligible for Pupil Premium to benefit from Delight in Shakespeare.

Teacher “Child L was very awkward at the start. Very reluctant to get on stage and act in front of other children. A couple of weeks in, she just blew us away. One day she came in, knew all her lines and totally threw herself into the performance and character. Her writing has definitely improved - she is much more willing to write and uses more descriptive phrases. Her mum helped us with costumes and attended the performance – we don’t usually have contact with mum.”

Child “I really enjoyed putting on the show. I felt really brave on stage even though I was nervous. My favourite part was being Hermia because she was my favourite character and I really wanted to be her when I auditioned. I was really nervous for the show and being in front of so many parents.. I might look at doing drama at secondary school.”

DELIGHT IN WATTS

Child A is in Year 4 and has autism, ADHD and learning difficulties. The teacher told us in the pre-programme assessment that he struggles to access all areas of the curriculum.

Teacher “Child A was an absolute superstar. I thought he would struggle with the dexterity of what he was doing but he loved every minute. During this program I saw a different side to Child A, a confidence and a pride in his work.”

Child “I am good at art now and I got called an artist. I liked showing mum my work and I want to be an artist now.”

“My daughter was very excited to perform in Shakespeare – and I for the first time had the pleasure of watching a Shakespeare performance.”

PARENT, DELIGHT IN SHAKESPEARE



Building a positive support network for children

Delight programmes are child-centred. But, to achieve maximum impact, they target not only the children, but also the teachers, parents and carers who support each child.

Many of our partner schools face challenges in positively engaging parents and carers in their child's learning. That is why engagement and celebratory sharing opportunities are a fundamental part of each Delight programme.

With schools having been closed to parent and carer events for two years due to the pandemic, children's Delight exhibitions and performances in 2021/22 provided a joyful and welcome return to schools for many families.

92%

of parents and carers believe the Delight programme was a positive experience for their child

81%

of parents and carers have noticed a difference in their child's self-confidence

85%

of parents and carers said they feel more encouraged to enjoy art, dance or performance with their child on a regular basis

“The children's exhibition was brilliant. It was the most parents I have had at any school event.”

TEACHER, DELIGHT IN WATTS

“I loved seeing the confidence in my child as they performed which I wasn't expecting.”

PARENT



“We used the Out of this World materials in class on our Space Day... We used the teacher resource book to plan it. Using the videos of Hannah [from Paintbox], we spent the afternoon first painting our watercolour space backgrounds, then creating patterns for our planets and finally creating space objects using silver card. The kids really enjoyed it and it was lovely to use the techniques again.”

TEACHER, OUT OF THIS WORLD



Increasing teachers' skills and confidence to use arts-based learning

Developing teachers' confidence, skills and enthusiasm for using the arts across their teaching practice underpins all Delight programmes.

“Teachers praised the fact that they learnt how to better integrate arts activities into learning activities and the curriculum, such as integrating the story of dance or theatre into English lessons and literacy learning.”

IMPACTED

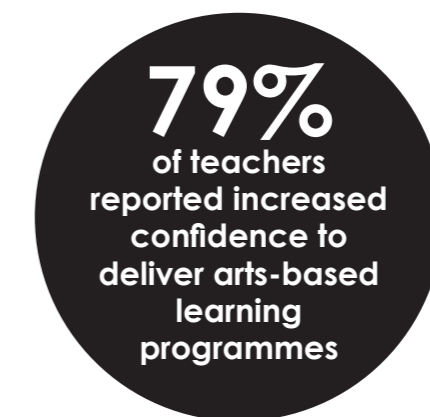
Our programmes incorporate a five-month wraparound package of continuing professional development (CPD) for teachers which includes:

- **Group CPD workshop (online or in person)**
- **1:1 teacher planning session with Delight and the relevant arts partner**
- Opportunities to apply new arts skills by **leading two arts workshops** with resources and guidance provided by Delight and the relevant arts partner*
- **Post-programme evaluation meeting with Delight**
- **Teacher Handbook** guiding schools step-by-step through the programme
- Suite of **filmed and digital resources** to enrich programme delivery
- **Props and resources** to bring the Delight programme to life
- **Ongoing guidance and support** from Delight and arts partners

Across all Delight programmes, evaluation highlighted a strong increase in teachers' confidence, skills and knowledge to teach and facilitate arts-based learning activities.

Programmes have not only developed teachers' confidence and capacity but also equipped them with a range

of practical resources and skills: from learning about the logistics of how to facilitate engaging art, drama and dance workshops and the most appropriate resources to use, to techniques and approaches for connecting with even the most reluctant learner.



“Before, I worried will I be able to control the class? Will everyone join in? This has given me a far greater confidence in teaching dance and an understanding of how you would break it down and teach it.”

TEACHER, DELIGHT IN DANCE

* Excludes Delight in Watts which is fully artist-led.

A legacy of creativity in primary schools

“It is key for us to provide a wide range of rich learning opportunities to extend [children’s] vocabulary and resilience. This, in turn, supports curiosity, the ability to talk about learning experiences with others and increases self-esteem, confidence and attendance. Delight’s projects provide us with such opportunities and are a fundamental part of the additional learning opportunities planned into our curriculum.”

HEADTEACHER

“This partnership [with Delight] opens up our children’s eyes to the magic and possibilities of learning and creativity in such an immersive and all-embracing way...particularly as many of our children speak English as an additional language, or have language deprivation. This project, and the wider learning opportunity it provides, would support us and our children in helping close the learning and opportunity gap for our children.”

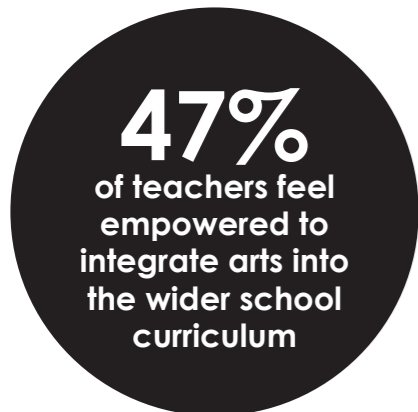
HEADTEACHER

We work long-term with teachers and headteachers to embed arts-based learning across schools and create a genuine legacy that will benefit children in years to come.

Each year, Delight consults with the headteacher or deputy head at each partner school to discuss their aspirations, the children’s needs, and what the teaching team are looking to achieve from Delight’s programmes and partnership.

“The impact that [Delight’s] opportunities have on our school are extremely beneficial to our children’s wellbeing, engagement in the curriculum, parental engagement and cultural capital.”

HEADTEACHER





Looking ahead: our future plans

Building on our work over the past year, we have exciting plans to extend the reach of our programmes across Surrey whilst expanding into neighbouring Croydon to enable more children and teachers to benefit from Delight's arts-based learning programmes.

In 2022/23 we will:

- Work with our fantastic network of arts partners to continue our visual art, dance, and drama programmes for children across Surrey.
- Launch Delight in the Woods, an immersive woodland adventure, with ZooCo theatre company and the National Trust at Box Hill.
- Pilot Delight in Dance with 3 schools in neighbouring Croydon.
- Develop an expanded programme of continuing professional development for teachers which will launch in Autumn 2023.
- Strengthen the accessibility of our programme content through films with Signed Supported English, Relaxed Performances and adapted resources.
- Work with ImpactEd to explore and share the findings of our multi-year study looking at the impact of arts-based learning on children eligible for Pupil Premium.
- Embed environmental messaging within our creative programmes and review our supply chains to ensure Delight is making environmentally conscious decisions.

THANK YOU!

We extend our heartfelt thanks to everyone who has been part of our work over the past year. Thank you for your enthusiasm, commitment and generosity.

Funders



Arts partners and creative team



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